



partnership development schools
Supported by the TDA

PDS PHASE 3 CASE STUDY TEMPLATE

It is a requirement of the funding that all PDS clusters produce a case study at the end of the project to support national and regional dissemination of the outcomes of PDS strategy. Phase 3 PDS lead schools must return the case study by email along with copies of all project outcomes to the TDA National Manager Dinah Hanlon dhanlon@btopenworld.com on or before **April 30th 2009**. Thank you.

Name of Partnership Development Lead School South Ferriby Primary		PDS Cluster Reference YH8.1/P3
Name of person completing form Mrs P.A. Gathercole	Position Headteacher	Contact details e.g. Email address head.sferriby@northlincs.gov.uk or admin.sferriby@northlincs.gov.uk
ITT Provider(s) involved with the project Sheffield Hallam University	Phase 3	GOR/Region Yorkshire & Humber

WHAT WAS THE REGIONAL PRIORITY ADDRESSED BY THE PDS CLUSTER PROJECT?

Working Creatively in ITT with School Facing Challenging Circumstances (SFCC)

PDS PROJECT OBJECTIVES (NO MORE THAN 3 BULLET POINTS)

This small scale research has been commissioned by the TDA to:

1. Explore the realities of working in an SFCC in Yorkshire and the Humber.
2. Explore the recruitment and preparation of teachers working in SFCCs.
3. Identify successful strategies to help prospective teachers and schools strive and thrive in similar challenging environment.

PLEASE FILL EACH BOX WITH AS MUCH DETAIL AS POSSIBLE

1. Please provide a clear description of all the actions undertaken as part of the project in each term

- Who was involved in the project? Clearly identify all the PDS schools in the cluster, the ITT Provider(s) and any other stakeholders (e.g. LAs) involved in the project.
- What did the participants do? (trainees; mentors; teachers; pupils etc)
- How did the PDS cluster work together?

This study involved a group of headteachers, deputy headteachers, an experienced university researcher, and several outreach primary SFCC in the local community. Towards meeting the above research objectives, stakeholders were consulted at different times in the project. For example, 3 experienced primary teachers and 6 headteachers from the outreach schools were interviewed to help inform the research questions and the design and data collection phase, in Phase One (the Scoping Phase),

Again in Phase two (The Design Phase), the PDS team worked alongside the experienced researcher to identify the most productive and least intrusive research tool to gather the views of ITT trainees, ITT tutors, teachers, and headteachers. In Phase Three (The Data Collection Phase), several colleagues (headteachers and deputy headteachers) piloted the questionnaire

before it finally went live online. To ensure a high response rate, the PDS team circulated the online questionnaires to all ITT providers and primary SFCCs in the region. Snowball sampling was also used. The PDS team contacted their colleagues from other schools and ITT providers. As a follow up, several e-mail reminders and telephone calls were conducted. After collecting the data, the questionnaires were analysed by frequency and examined thematically; and cross-case analysis of the views of different groups (headteachers, experienced teachers, ITT trainees, and ITT tutors) was completed. In total, 16 headteachers, 9 teachers, 37 ITT trainees, and 3 ITT tutors responded to the online questionnaire.

The team then met and identified successful tips and strategies to support schools and their prospective teachers to strive and thrive in challenging environments. Following consultation with 4 other NQTs and headteachers, the team designed and piloted a toolkit in the form of a notebook plus a CD before they circulated them to 200 schools.

2. Reflecting on the regional priority identify what this project achieved?

- What have been the specific project outcomes and achievements?
- What impact has the project had and how do you know (i.e. include any supporting quantitative data).
- Highlight any models of working that underpinned the project

This collaborative research was carried out by an experienced university researcher, outreach school practitioners, and by the PDS team from Yorkshire and the Humber. The team felt the action-oriented research was the most appropriate research methodology for this particular study because it ensures the core research questions address the needs of practitioners and will inform practitioners' action and improve their induction programme and ITT trainees and NQTs' support.

Owing to the methodological approach used to guide this study including the strong core research questions and objectives that have been driven by the community's immediate needs and concern for appropriate support for NQTs and ITT trainees, practitioners (6 headteachers and deputy headteachers and 4 NQTs) told us:

- The findings generated from this study have already started to inform local action and promote change in the way NQTs and ITT trainees are supported. For example, schools are now more aware of the need to have support system in place *prior* to inviting NQTs and ITT trainees to work in their school. The research has raised awareness on the advantages of working in a SFCC.
- The resource pack born out of the research findings is very helpful because it has been written by practitioners for practitioners. It has been generated to and from the real-world setting.

3. What impact has involvement in the PDS project had?

- On the lead school?/On other PDS schools?/On outreach schools? On Staff/ pupils?/ on ITT trainees?
- How have others benefited from this project?

In addition to addressing the research objectives and questions, this practitioner led study has extended the PDS team's portfolio of work in the area of teacher training and scholarly research. It has also helped enhance relations and links with the larger community including schools and ITT providers. For example, as a result of this study the PDS team has agreed to disseminate their research findings to tutors and researchers in a local ITT institution in June 2009. Also, unexpectedly, the study has encouraged the PDS team and outreach schools to set up exchange opportunities to help staff enhance their teaching and leadership experience in SFCC.

According to NQTs and experienced teachers who have trialled our booklet, the toolkit is not

merely original, but it has also tremendous benefits. To start with, it highlights awareness regarding the advantages of working in SFCC. Also, it helps provide insights into the types of support needed to help prospective teachers strive and thrive in a similar challenging environment. Finally, it helps ensure trainees and NQTs have support already in place before the start of their service in their school and prospective teachers are made aware of wide range of support available to them.

4. What steps have been taken for the dissemination of this work?

- How have the project outcomes been dissemination?

The PDS team has distributed 200 booklets and DVDs to participating schools, North East Lincs GTP, Doncaster GTP, Hull University, and York St. Johns, Leeds University, and Sheffield Hallam University. Colleagues at the PDS conference offered handy hints and tips for these providers and their prospective teachers and ITT trainees. The PDS team has also offered to disseminate their findings to a group of ITT tutors and researchers at their Faculty Research Conference at Sheffield Hallam University.

5. Please add other details or information deemed relevant?

The final report, booklet, and DVD is available on request from the TDA Archive.

PROJECT OUTCOMES:

- You must provide in electronic format, ALL project outcomes with this case study including www links.
- If the project has produced DVDs or CD ROMs hard copies should be posted to TDA National Manager
- Remember that prior written permission should be from those featured in photographs, videos etc

ACKNOWLEDGEMENTS AND USE OF LOGOS

- The TDA should be formally acknowledged on all materials and outcomes generated via the PDS project. This should be along following lines:

This PDS case study report on the outcomes of one year project supported by funding from the Training and Development Agency for Schools (TDA) as part of the Partnership Development Schools (PDS) Strategy between 2008-2009. The project was designed to address the following regional Initial Teacher Training (ITT) priorities (insert priority) and contribute to the knowledge base in ITT.

- The PDS logo should appear on materials produced as per guidelines on the PDS Memory stick.
- However, it is NOT permitted for PDS projects to use the TDA logo on any of the materials produced.